

FUNCTIONAL BEHAVIOR ASSESSMENT

Student's Name: Scholar	Student's Date of Birth:
Gender: Male	Date of Interview:
Interviewer:	Respondents:

A. DESCRIBE THE BEHAVIORS

1. For EACH of the behaviors of concern, define the topography (how it is performed), frequency (how often it occurs per day, week, or month), duration (how long it lasts when it occurs), and intensity (how damaging or destructive the behaviors are when they occur).				
Behavior	Topography	Frequency	Duration	Intensity
a. Aggressive Behavior	Pulled a chair out from another student then scratched the student when she was getting up. Kicking with foot other students in the lower region.	9/13/22 On both 9/13/22 and 9/14/22 throughout the day.	11:45 am 4:40 pm	Did not break skin of other student. (Female Student)
b. Disruptive Behavior c. Aggressive Behavior d. Vulgar Language	Standing in his chair and Jumping. Pushed chair into another student. Punched another student at lunch. Put trash into another student's hair. Gave middle finger to another student. Hit another student with water bottle. Kicked a student in personal space.	9/19/22	9:10-9:50 am 10:30-10:55 am 11:50 am 12:00-12:25 pm 1:30 pm	Made other students cry from being kicked. (Female Student)

	Told another student that you call mean people “Gay” and “F***er.”			
e. Disruptive Behavior	Continuos tattling. Running around Classroom. Calling out and horseplaying. Feet on table and raising his chair above his head.	9/20/22	10:10am-2:40pm	
f. Aggressive Behavior	Slamed a seat on the table at lunch causing another students food to be spilled (French toast and syrup)	9/21/22	10:30-10:55 am	No students were hurt.
g. Disruptive Behavior	Leaning across lunch table. Playing around and talking during lesson. Talking to other student during lesson. Had to be asked several times to calm down and sit down. Gave middle finger to another student.	9/22/22	10:30-11:00 am 11:00-11:30 am 1:00-1:15 pm 2:10-2:45 pm 4:25 pm	
h. Aggressive Behavior	Hit another student in the face with a jump rope. Broke his own glasses on purpose. Hurt other students at PE.	9/23/22	10:00-10:25 am 11:00-12:00 am 1:20-2:10 pm	Caused student to cry from being hit with the jump rope in the face. (Female Student)
i. Aggressive Behavior	Threw another students lunch/food on the floor	10/6/22	10:30-10:55 am	(Male Student)
j. Aggressive Behavior k. Disruptive Behavior	Playing in classroom during lesson. Continuously pushed a chair into another student.	10/10/22	9:00 am	No harm to other students (Feamale Student)
l. Disruptive Behavior	Drew on table toolbox and lied.	10/19/22	8:10-9:10 am 9:10-9:50 am	

	Would not follow class direction and continuously called out answers vice raising his hand to be called on. Threw manipulatives while cleaning up.		2:10-2:45 pm	
m. Aggressive Behavior	Kicked another student in the mouth on the playground.	10/25/22	10:10 am	Caused student to have a bloody lip and when asked why he did this, his explanation was "Because she was already down and hurt." Mrs. Roth was present during explanation. (Female Student)
n. Disruptive Behavior	Horseplaying with another student during PE warmup run.	10/26/22	1:45 pm	(Male Student)
o. Aggressive Behavior	Hit another student at lunch and put other students food and other items on the floor.	11/15/22	Lunch	No harm to other students.
p. Aggressive Behavior	Threw a lunch box at another student. Hit another student in the face.	11/16/22	Aftercare	Causes student to cry.
q. Aggressive Behavior r. Disruptive Behavior	Hit another student in the arm. While counting to 100 he intentionally caused other students to mess up by miscounting.	11/17/22	8:10-9:00 am 9:00-9:45 am	No harm to other student.
s. Aggressive Behavior t. Disruptive Behavior	Continuously putting his hands on other students. Put other students lunch boxes on the floor in the cafeteria. Found a pencil and poked 3 other students with it during PE.	11/28/22	8:15-8:45 am 10:30-11:00 am 1:40 pm	Poked student in the eye with the pencil. (Female student poked in eye)
u. Disruptive Behavior	Continuously touching another students paper. Hit another student in the face.	11/29/22	12:00-1:30 pm Aftercare/Club	Caused student to cry. (Female Student) No harm done.

v. Aggressive Behavior	Threw an item at another students face during Good News Club.			(Female Student)
w. Aggressive Behavior x. Disruptive Behavior	Scratched another student causing them to bleed. Danced around class and refused to be seated when redirected. Continuosly talking and calling out in class.	11/30/22	10:00-10:30 am 11:00-11:30 am 12:30-1:00 pm	Drew blood from students arm. (Male Student)
y. Aggressive Behavior z. Disruptive Behavior	Hit another student with his folder. Continuosly crawled around the classroom. Needed continuos redirection for independent work. Kept putting his hands on other students lunches. Needed continuos redirection for independent work. Kept tapping on another student during class transition.	12/2/22	8:00-8:30 am 8:30-9:00 am 9:30-10:00 am 10:30-11:00 am 12:00-12:30 pm 1:00-1:30 pm	No harm caused. (Male Student)
aa. Disruptive Behavior	Disrupted the class throughout the entire day and would not comply with redirection of substitute.	12/5/22	Began at 9:30 am	
bb. Aggressive Behavior cc. Disruptive Behavior	Purposly stepped on anther students feet and ankles. Called other students names and was making fun of them. Pushed another student at lunch making her cry.	12/6/22	9:20 am 10:00-10:30 am 11:30 am	No harm done. (Male Student) Shoved the student hard enough for them to cry. (Female Student)
dd. Aggressive Behavior	Grabbed another student by the head and twisted it. Scratched another student.	12/7/22	10:30 am 2:30 pm	No harm done. (Female Student) Caused student to bleed. (Male Student)

2. Which of the behaviors described above are likely to occur together in some way? Do they occur about the same time? In some kind of predictable sequence or “chain”? In response to the same type of situation? Discuss in detail.

Both behaviors occur throughout the day. The predictable sequence of the behaviors is normally during non-instructive activities such as lunch, recess, and co-curricular.

B. DEFINE ECOLOGICAL EVENTS (SETTING EVENTS) THAT PREDICT OR SET UP THE PROBLEM BEHAVIORS

1. What *medications* is the person taking (if any), and how do you believe these may affect his or her behavior?

2. What *medical or physical conditions* (if any) does the person experience that may affect his or her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures, problems related to menstruation)?

For stomach issues/concerns parents have directed the school/teacher to call them due to a infant/toddler surgery.

3. Describe the *sleep patterns* of the individual and the extent to which these patterns may affect his or her behavior.

Mom has described Scholar's sleep to be broken nightly. When he gets up he will wake his brother or co-sleep with parents.

4. Describe the *eating routines and diet* of the person and the extent to which these may affect his or her behavior.

Mom limits sugar intake. Sweets and treats are used as rewards and are allowed during special occasions.

5.
a. Briefly list below the person's typical daily schedule of activities. (Check the boxes by those activities the person enjoys and those activities most associated with problems.)

Time	Activity Description	Enjoys	Problems
6:00 AM			

7:00			
8:10	Literacy Essentials	X	X
9:10			
9:10	Math	X	X
9:50			
9:50	Spanish or Recess	X	X
10:10			
10:10	Math	X	X
10:30			
10:30	Lunch		X
10:55			
11:00	Literacy Essentials	X	X
12:00			
12:00	Literature	X	X
12:30			
12:30	Science / History	X	X
1:00			
1:00	Snack	X	
1:15			
1:20	Co-Curricular (PE, Art, or Music)	X	X
2:10			
2:10	Enrichment – Small Groups	X	
2:50			

2:50	Pack-up	X	
3:00			
3:00-5:30			
5:30-6:00			
6:00-7:00			
7:00-8:00			
b. To what extent are the activities on the daily schedule <i>predictable</i> for the person, with regard to what will be happening, when it will occur, with whom, and for how long?			
This is the daily schedule and the student knows the schedule will be followed.			
c. To what extent does the person have the opportunity during the day to <i>make choices</i> about his or her activities and reinforcing events? (e.g., food, clothing, social companions, leisure activities)			
Scholar is in kindergarten, in a school environment that requires a unifom and structure. There are not many opportunities for self choices other than recess or aftercare activities. Scholar is enrolled in BASE, Tae Kwon Doe, Good News Club, and Soccer Shots.			
6. How many other persons are typically around the individual at home, school, or work (including staff, classmates, and housemates)? Does the person typically seem bothered in situations that are more <i>crowded or noisy</i> ?			
In school, Scholar is around 20 additional students and a minimum of 4 teachers daily. Scholar seems to do better when there are small group activities. The more students that are involved in the daily routine the more disruptive and aggressive Scholar becomes.			
7. What is the pattern of <i>staffing support</i> that the person receives in home, school, work, and other settings (e.g., 1:1, 2:1)? Do you believe that the <i>number</i> of staff, the <i>training</i> of staff, or their <i>social interactions with the person</i> affect the problem behaviors?			
In the classroom the raito is 1:21, Scholar does have the support of the teacher on a 1:1 basis if necessary.			

C. TIME OF DAY INCIDENTS OCCURE

8 am	9 am	10 am	11 pm	12 pm	1 pm	2 pm	3 pm	4 pm
				X				X
	X	X		X	X			
		X					X	
		X						
		X	X		X	X		X
		X	X		X			
		X						
	X							
X	X					X		
		X						
						X		
		X						X
X	X							
X		X				X		
				X				X
		X	X	X				
X	X	X	X	X	X			
	X	X	X	X	X	X	X	
	X	X	X					
		X				X		

D. DEFINE SPECIFIC, IMMEDIATE ANTECEDENT EVENTS THAT PREDICT WHEN THE BEHAVIORS ARE *LIKELY* AND *NOT LIKELY* TO OCCUR.

1. <i>Times of Day: When are the behaviors most and least likely to happen?</i>
<i>Most likely: During the hour of 10am to 11am (Recess and Lunch)</i>
<i>Least likely: Literacy Essentials during the hour of 8am and 9am</i>
2. <i>Settings: Where are the behaviors most and least likely to happen?</i>
<i>Most likely: Playground and Lunchroom</i>
<i>Least likely: Classroom</i>
3. <i>People: With whom are the behaviors most and least likely to happen?</i>
<i>Most likely: With female students</i>
<i>Least likely: With male students</i>
4. <i>Activity: What activities are most and least likely to produce the behaviors?</i>
<i>Most likely: When given the opportunity to have free choices, such as at recess.</i>
<i>Least likely: During disciplined instruction.</i>
5. Are there particular or idiosyncratic situations or events not listed above that sometimes seem to “set off” the behaviors, such as particular demands, noises, lights, clothing?
None
6. What <i>one thing</i> could you do that would most likely make the undesirable behaviors occur?
Scholar does not like being redirected during instruction. He considers this as being called out in front of his peers. He also does not like to be disciplined on an individual basis, this causes him to act ashamed
7. Briefly describe how the person’s behavior would be affected if...
a. You asked him or her to perform a difficult task.
With individual support Scholar does a great job. If not supported individually he will not complete assigned work.

<i>b. You interrupted a desired activity, such as eating ice cream or watching TV.</i>
If there is not an explanation as to why there is an interruption Scholar becomes aggravated.
<i>c. You unexpectedly changed his or her typical routine or schedule of activities.</i>
This seems to throw the scholar's day off and he becomes disruptive and can become aggressive.
<i>d. She or he wanted something but wasn't able to get it (e.g., a food item up on a shelf).</i>
There are not any concerns.
<i>e. You didn't pay attention to the person or left her or him alone for a while (e.g., 15 minutes).</i>
Scholar will become disruptive and can become aggressive.

E. WHAT ARE THE PRIMARY WAYS THE PERSON COMMUNICATES WITH OTHER PEOPLE?

1. What are the general expressive communication strategies used by or available to the person? These might include vocal speech, signs and gestures, communication boards and books, or electronic devices. How consistently are the strategies used?
The strategies used are to redirect the Scholar when he is being disruptive through verbal communication. If redirection does not achieve the desired results then he is given a referral sheet and/or sent to In School Suspension (ISS) and parents are contacted via phone or e-mail by Mrs. Meeks.

WHAT ARE THINGS YOU *SHOULD DO* AND THINGS YOU *SHOULD AVOID* IN WORKING WITH AND SUPPORTING THIS PERSON?

1. What things can you do to improve the likelihood that a teaching session or other activity will go well with Scholar?
Reinstate daily the rules of the classroom and ensure there are few interruptions during curriculum instruction.
2. What things should you avoid that might interfere with or disrupt a teaching session or activity with Scholar?
Allow Scholar the opportunity to have down time where he is not involved in some type of

educational engagement.

F. WHAT DO YOU KNOW ABOUT THE HISTORY OF THE UNDESIRABLE BEHAVIORS, THE PROGRAMS THAT HAVE BEEN ATTEMPTED TO DECREASE OR ELIMINATE THEM, AND THE EFFECTS OF THOSE PROGRAMS?

Behavior	How long has this been a problem?	Programs	Effects
a. Aggresivness	New Behavior		
b. Disruptive Behavior	New Behavior		

BEHAVIOR INTERVENTION PLAN

Student's Name:	Student's Date of Birth:
Gender:	Date Plan Developed:

Description of Target Behavior (operationally defined, easily observable and measurable, include examples, as well as duration, frequency, and intensity):

Hypothesis/Summary Statement of the Function of the Behavior (developed based on information gathered from the FBA):

Antecedent Modifications (What can be done to support the student and prevent the occurrence of this behavior? What changes can be implemented to create a safe, inclusive, and culturally responsive learning environment that engages the student in meaningful learning activities and social interactions? Describe the modifications in enough detail for them to be implemented):

Replacement Behaviors (What new behavior will be taught or what current behavior will be increased that serves the same function as the behavior targeted for reduction and allow the student to achieve the same outcome). How will the replacement behavior be taught to the student?

Strategies for Reinforcing Replacement Behavior (What is the immediate benefit to the student? How will the student be rewarded for engaging in the new or emerging behavior in a way that addresses the function of the behavior?):

Strategies for Reducing the Target Behavior (What will be the response should the target behavior occur? This response should not maintain the behavior):

Crisis Plan (How should others respond if the strategies for reducing the target behavior are not effective or if the target behavior occurs in a manner that jeopardizes the safety of the student or others? Include the procedures for safely and appropriately intervening when the student is in crisis):

Benefits of the Plan (How does this BIP encourage the student's emotional well-being, positive social interactions, and self-determination? independence, self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy?)

Culturally Responsive Practices: How does the plan demonstrate an understanding of the student's language, culture, and family background?

Generalization (How can this plan be carried out in different settings? Emphasize the development, maintenance, and generalization of behavioral skills and teaching the student to adapt to different environments):

Progress Monitoring: Data Collection and monitoring of the target and replacement behaviors ¶What type of data will be collected, when, and by whom? Once the data are collected, how often will the data be monitored and by whom? Based on the data, how often will updates be made to the BIP?

Communication: How will the BIP be communicated to other teachers? How will daily and weekly progress be communicated with parents/guardians?